

Different delivering scenarios of sensitization, information or training aiming at introducing the PLE to first-year university students

D3.3.1 Report

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Learning Infrastructure WP3.3 Project
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Table of contents

[Table of contents](#)

[Introduction](#)

[Brainstorming about scenarios ideas for introducing PLE into HEIs](#)

[Aims of the brainstorming](#)

[Main lines of the wished scenarios](#)

[Questions that drive the brainstorming / Answers from the brainstorming](#)

[Exploration about outputs levels of scenarios, actions and learning resources](#)

[Scenario descriptors](#)

[Developed scenarios](#)

[UniGE Scenarios](#)

[Teacher's corner Scenario](#)

[Student's corner Scenario](#)

[UniFR Scenarios](#)

[Scenario1 for training: "An entire course of the cursus"](#)

[Scenario 2 for training: "Interventions in a course"](#)

[UNIBAS & FHNW Scenario](#)

[The Roundtable scenario](#)

[Question Guide](#)

[Conclusions and perspectives](#)

[Annexes](#)

[A1. UniBasel Booklet](#)

[A2. UniGE e-Culture cards](#)

[A3. UniFR scenarios](#)

Introduction

The aim of the WP3.3 project is to develop a support package for first year students of HE institutions in order to introduce and sensitize them to PLE. One of the objectives of the project is to answer the question : Should PLEs be introduced as a part of the formal courses offering of the HEIs (top-down strategy) or by taking more informal alternative actions (bottom-up strategy)?

Previous experiences of partners (PLE projects for UniFR and UniGE, ITSI project for UniBAS) enhanced the importance of scenarios aiming different levels of learning objectives:

- to sensitize about PLE importance,
- to inform about PLE possibilities,
- and to train with PLE solutions.

Also scenarios must be based on mixing different main modalities, formal and also informal. This second statement is taken into account to favour informal interactions moments of a bottom-up communication strategy.

On this basis, the first concrete action of the project partners was to brainstorm about the possible scenarios. Then a decision was taken on the scenarios to be deepened. The decision was very pragmatic: during the length of the project, some scenarios can be tested in the partners' institutions and others can't. Then the second action of the partners was to write the adopted scenarios and to organise the foreseen actions linked to the scenarios setting up. This decision was motivated by the preference of scenarios that can be implemented during the project so that partners can document, as far as possible, the impact of such scenarios.

The Report D3.3.1 first explains further about the elements of choice which came up during the brainstorming. Then it describes the scenarios previewed by the partners:

- A Round table discussion with students (UniBAS and FHNW);
- A "Students Corner" and a "Teacher corner" (UniGE);
- A course about PLE for the BA students of Science of Education (UniFR).

Brainstorming about scenarios ideas for introducing PLE into HEIs

Aims of the brainstorming

1. to refine the definition of the scenario levels: sensitize, inform, train
2. to find scenario ideas to sensitize, inform, train
3. to identify learning resources which support the scenarios
 - a. resources that we have
 - b. resources that we need to develop

Main lines of the wished scenarios

The scenarios enhance the questions/solutions/reflections about:

- What is the tool collection (the toolbox) that students need to constitute, to manage, to master in order to learn/work better/easier at university?
 - It means that we are not looking for scenarios which would be focused on the usage of a single tool
- How to sensitize, inform, train students about this question?
- How to make students active in the building/evolution/development/testing of their toolbox?

Questions that drive the brainstorming / Answers from the brainstorming

- How to distinguish the three levels of scenarios?
 - Partners see more two distinct levels : sensitize/inform & inform/train
 - The learning outputs are good ways to make this difference
- How are the three levels independent?
 - The three levels are not 100% independent.
 - They constitute more a scale than separate categories.
- At what level do you place the UniBasel booklet (cf. Annexe 1)?
 - Current understanding: sensitize/inform

- At what level do you place the UniGE eculture cards (cf. Annexe 2)?
 - Current understanding: sensitize/inform
- At what level do you place the UniFR scenarios (cf. Annexe 3)?
 - Current understanding: inform/train (more oriented teachers than students)
- who is our main public: students or teachers?

Very rapidly, the brainstorming phase brought another important point. There are scenarios enhancing actions that can be dedicated to the entire students' population and other ones dedicated to a few particular students, selected because they are "relais" of their community: active member of students associations, of students journals, etc.

Exploration about outputs levels of scenarios, actions and learning resources

Here below the first ideas

Level of / Aim of the scenario Outputs	Actions corresponding to possible scenarios Contexts - Actors - Activities	Learning resources needed
scenarios to sensitize / inform Learning outputs : To let the students become aware and think about • the concept of PLE and its utility • their tools (Web 2 & others) • their criteria choice • the plusvalue of staying up to date • take control and responsibility of my learning (self-directed learning, autonomy in HE learning,...) • develop transversal and social skills	Focus group - Round Table with students : FHNW + UniBAS students describe their PLE (contest? prix?) MOOC course? (having social dimensions) poster campaign with questions distribution of flyers to BA students articles in students journals, blogs, etc.	FAQ questions in the UniFR scenario "mes TICEs" e-culture cards (Translation in english by unige) Leaflet myple.ch the Basel booklet

(model, solve problems, make decisions , have critical thinking, ability to work with a group) to be autonomous	interventions in courses at the beginning of the semester lunch sessions @unige : Students' corner + Teachers' corner Student's corner 1. user-friendly workspace to share tips, advice and information 2. organize informals encounters to discuss about their projects, practical information about exam Meeting with student associations (Fachschaften, etc.)	comparative table of tools screencasts
scenarios to inform/train Learning outputs: Let the students discuss PLE problems-solutions and test them the way they can take control	BA ScEdu's course (scenario described below): 1. Ask to list the ICT applications students use 2. Ask to create link between applications and tasks 3. Discuss the different usages and define/list the criteria that make a application good or bad for a given task 4. Choose one task you want to make better 5. Identify the types of applications to improve 6. Test these applications and choose a few 7. Discuss your choices with the class 8. Analyse different PLE devices by applying different analysis methods	the UniFR scenarios the eculture cards
Let the students discuss a focused PLE problem-solution and test it	Sessions in a course: a teacher asks for a 2 hour session to inform-train	1 e-culture card

	students about a work method-tool that can be used during the teacher's course for performing a learning activity	1 UniFR scenario (or a part of it)
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Scenario descriptors

Project partners decided to adopt a generic structure, developed here below, to describe the scenarios.

- Description of the event
- Outputs / Goals
- Actors implied / audience
- Where and when
- What material / resources needed
- A single event or a series

Developed scenarios

UniGE Scenarios

In the academic world, the development of digital literacy with a target audience of researchers, teachers and students are essential in order to have a better understanding of how resources and online services (eg, bibliographic resources, digital portfolio (mahara), LMS (Moodle, Dokeos)) are offered by universities. It is necessary that we prepare the university community for the use of educational technologies that are becoming increasingly significant in a personalized learning environment.

In our scenario, the main goal is to develop a program that includes guidelines, workshops, and pedagogical scenarios aiming to develop students' and teachers' digital soft-skills. To design and implement this scenario, we will organize a **students' and teachers' corner** involving informal meetings for educational purposes (eg. break time or lunchtime meetings). These gatherings aim to support the development of Personal Learning Environments (PLE) and foster a better understanding of the current usage of PLEs in institutions of higher education. The main purpose is to use eCulture cards as resources to build activities dedicated for these

informal meetings. In this way, we can inform, collect, process and distribute information to a community of people interested in the use of educational technology, digital identity, social networks, research information, and digital intellectual property, etc...

These meetings will mainly focus on the following areas :

- Creating awareness and/or improving knowledge in digital copyright issues in teaching and research;
- Raising the participants' awareness of the fragility of their digital identity and allowing them to develop appropriate behaviors to protect their privacy, then, in a second step, building and developing their professional identity through social networking tools, taking into account their educational and professional projects.
- Acquiring skills in the fields of documentary, bibliographical and scientific information as well as carrying out internet searches
- Developing and/or improving efficiency in personal organization and collaborative work through fresh methodologies and better awareness and uses of Web 2.0.

Teacher's corner Scenario

For this scenario we propose workshop intends to create a convivial space for teachers, researchers and practitioners to exchange ideas, experiences and research around the development and implementation of ICT, including the design of pedagogical environments, sociological and educational issues. These gatherings are open to public interested to find out ICT practices and usages and will be held three times per year. This formula allows a great emphasis on informal exchanges and can encourage social interaction between participants, enhance creativity, network, share activities, and collaborate.

The rules are simple. After choosing a current topics related to the Personal Learning Environment, participants are divided between groups around corner assigned to the different presenters. Each speaker presented his system in a few minutes, and then begin a direct exchange around the table. Every 20 minutes, the audience is invited to change tables.

An aperitif is offered throughout the workshop. And at the end of workshop, a satisfaction survey will be distributed to participant in order to gather their opinion about the conviviality, the quality of interaction and usability of the workshop. We will also ask them to suggest other topics they need to discuss for upcoming workshops.

Student's corner Scenario

The workshops will be for any student and will be held once a month in a very informal and friendly environment for a 1:30 time.

Students may bring their meals and snacks will be offered.

The objective of these workshops is to help students develop transversal skills such as planning and organizing an oral presentation, using technology in an interactive way, the ability to use knowledge and information and to assess the quality of the source and its relevance, to order, to be able to act autonomously, exchange and interact with others.

In doing so, we will use the Cards eCulture combined with other practical information sheets that can serve the needs of students to facilitate their learning.

We will use as a methodology the approach by project or problem that allows students to identify and formulate the problems they face so that together we can find strategies (search for information, resources, technology tools production, presentation, information retrieval) to solve the problem.

The scenarios will process as follows:

1. Each participant presents its project to the group
2. Identification of the problem
3. Discussion a exchange of tips
4. Drawing up a strategy
5. Find the appropriate tool
6. Presentation and feedback

UniFR Scenarios

Scenario1 for training: “An entire course of the cursus”

- Description : The scenario deals with a course of the Science of education BA. The course is aimed at making the students aware 1) of the importance of the ICT tools in their learning activities and 2) of the organisation of these tools into a PLE device. Then the course is splitted into three main parts:
 - Part 1: Students describe their own PLE, its strengths and its weaknesses: Students are working on the description of their own PLE, by using a list of students tasks as a skeleton. They also read and comment the descriptions of the

- PLE from their colleagues. Then they estimate where they could improve their own PLE.
 - Part 2: Students test tools that could improve their PLE: Students make learn to manipulate (first steps) different ICT tools which they think as good improvements for their PLE. They present to their colleagues the tools and functions they discovered, in particular how they will use them in what learning tasks.
 - Part 3: Students analyse different PLE: Students apply different methods of analysis to different PLE devices which are proposed to them. The different methods enhance different aspects of PLEs.
- Outputs / Goals
 - for the students: description of their own PLE, estimation of weak points to be improved in their own PLE, discovery and use of methods for the analysis of devices, discovery and first steps with new ICT tools which could be implemented in their own PLE
 - for the project: PLE descriptions, points to be improved in the PLE of BA students, relative importance of the 10 tasks (which are well mastered, which are less mastered)
- actors implied / audience
 - BA students, Science of education curriculum
- where and when
 - University of Fribourg, Autumn Semester 2013
- what material / resources needed
 - Scenarios about students' tasks and tools making them easier (prepared by UniFR)
 - questionnaires about PLE (prepared by UniFR)
 - eCulture cards (prepared by UniGE)
 - comparative tables of ICT tools (prepared by UniFR)
 - different PLE use cases (to be assembled)
- a single event or a series
 - face to face courses: 14 x 2 hours
 - distance activities during the semester

Scenario 2 for training: "Interventions in a course"

- Description of the event :

- Methodological Interventions in the course of the BA Economical and Social Sciences
- Help for students who have to build a written synthesis of a company (main strategic lines, etc.) and to present orally this synthesis
- Output / Goal: Students
 - students knows about ICT tools and their functions in order to manage the edition of a written synthesis and the preparation of a visual support for an oral presentation
 - students practice about specific manipulations (for example: insertion of excel data sheet in word document, insertion of an image in word document, editing and output versions of written document and oral presentation document, etc.)
 - management of ICT usage in a group work
 - individual reflexive exercise : What did I learn about work methodology? about ICT tools? What can I transfer to other future learning situations?
- Actors implied / audience :
 - Prof. E. Davoine, UniFR - SES
 - BA Students (1st semester of study) in the SES curriculum
 - students are splitted in groups (120 = 20 groups of 6 students / 150 = 25 groups of 6 students)
 - 1 student from every group (approx. 20 to 25) comes to the methodological sessions and then diffuses his learnings to his colleagues (in his group)
- Where and when:
 - Autumn 2013 (approximately end of October)
 - Course on Monday: 1st session 16.09 / 13:15-15:00
- What material / resources needed:
 - Scenarios about students' tasks and tools making them easier (prepared by UniFR)
 - Comparative tables of ICT tools (prepared by UniFR)
- A single event or a series: a small series (exact learning activity schedule to be conceived)

UNIBAS & FHNW Scenario

The Roundtable scenario

Goals/Themes: identification of learning environments of students and associated role and use of digital tools. Furthermore, expectations and wishes of how universities can better support/enable students in building and using PLEs will be examined.

Activities/Methods: 6-8 students will be invited for a roundtable (ideally half UNIBAS/half FHNW, different study levels, different courses of study etc.). The roundtable will be organized in the form of a semi-structured focus group, moderated by Ursula Schwander (LearnTechNet-BBiT, Unibas) and Christoph Pimmer (learning.lab, FHNW). A question guide (see below) will be flexibly followed. Space will be given to aspects brought up by students.

Outcome: A white paper that summarizes the range of practices and tools identified by the students including frequently asked questions and challenges as well as ways and formats of how universities can support students in developing personal learning environments

Partners: LearnTechNet (BBiT) (UNIBAS) and learning.lab (FHNW)

Time: September 2013 (presumably 16.09-20.09., dates are currently being negotiated by means of [doodle](#))

Location: to be defined

Question Guide

Three blocks of questions (approx. 20 min each):

Characterization of students' learning behaviour/learning environments

- How do you usually learn? Describe a typical situation/environment where you learn (e.g. alone, with colleagues, mostly from

books, making use of internet etc.).

- To what extent are digital tools part of your learning environment?
- How do you use digital tools to support your learning and other university-related activities?
- To what extent is your perception/use of digital tools different from that of your colleagues?

Understanding underlying motives

- Why do you use these tools? What are associated benefits?
- Why not? What do you think are the risks bound up with the use of these tools?
- How do you think your learning environment could be improved?
- In what way is this different from your colleagues' wishes?

The role of the university in facilitating PLE

- Are you supported in the use of these tools by your university? If so, how?
- When it comes to improving your personal learning environment, what do you expect from your university (faculty, lecturers, administration, support centres) in order to support your learning environment? Do you have any specific wishes regarding the use of digital tools?

Conclusions and perspectives

On the basis of these varied scenarios and of their implementation, the project partners will be able to experiment the scenarios, to see in more details their advantages and disadvantages and to evaluate their impacts. Also these “pilots” will be nice opportunities to further test information and learning resources that were developed previously and to determine valuable improvements to be made in the resources.

Let us also remark that a new informal partner was joining the project during its first phase. Indeed we had a very good and fruitful contact with Stefan Van der Vlies, head of the SIG Students’ Voice which is also working on similar scenarios. A discussion of concrete ways to collaborate is launched.

Annexes

A1. UniBasel Booklet

 Social Media an der Hochschule – Risiko oder Chance?	Einsatzzwecke im Überblick Im Kontext von Social Media unterscheidet man das «Management» verschiedener Bereiche: Informationsmanagement: Finden, Erstellen, Publizieren, Verteilen, Austauschen, Bewerten, Verändern, Kommentieren und Verwalten von Informationen etc. Identitätsmanagement: sich selbst darstellen, Werte, Interessen, Kompetenzen kommunizieren etc. Beziehungsmanagement: Kontakte anbahnen, knüpfen, pflegen, Interessensgruppen bilden, Communities aufbauen etc. Kollaborationsmanagement: Inhalte gemeinsam erstellen, kommunizieren, teilen, bearbeiten, diskutieren etc. Einteilung der Tools Entsprechend den möglichen Einsatzzwecken zeigt jeweils eine Übersicht an, für welchen Zweck sich die Anwendungen einer Klasse eignen. Die jeweils zugeordnete Anzahl an Sprechblasen-Symbolen zeigt an, wie stark die Tools der entsprechenden Anwendungsklasse den Einsatzzweck unterstützen. Legende <table border="1"> <tr> <td>geringe Unterstützung des Einsatzzwecks</td> <td>☹</td> </tr> <tr> <td>mittlere Unterstützung des Einsatzzwecks</td> <td>☹☹</td> </tr> <tr> <td>starke Unterstützung des Einsatzzwecks</td> <td>☹☹☹</td> </tr> </table>  1	geringe Unterstützung des Einsatzzwecks	☹	mittlere Unterstützung des Einsatzzwecks	☹☹	starke Unterstützung des Einsatzzwecks	☹☹☹										
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(Micro-)Blogging Beschreibung Ein Weblog (oder abgekürzt Blog) bezeichnet eine regelmässig aktualisierte Webseite, die aus mehreren, in umgekehrt chronologischer Reihenfolge aufgeführten Einträgen besteht. Diese «Posts» spiegeln meist persönliche Sichtweisen der Autorin bzw. einer Gruppe von Autoren (Blogger) zu privaten oder beruflichen Themen wider. Jeder publizierte Beitrag erhält automatisch eine eigene URL (Netzadresse), über die er direkt adressierbar und dauerhaft erreichbar ist. Die LeserInnen und andere Blogger haben dadurch die Möglichkeit, sich auf einzelne Beiträge zu beziehen, diese zu kommentieren oder darauf zu verlinken. Häufig wird auch eine «Blogroll» geführt. Dabei handelt es sich um eine Liste von Links auf Weblogs, die der Blogger für lesenswert hält. Diese gegenseitigen Verweise führen zu einer Vernetzung verschiedener Weblogs im World Wide Web, die als «Blogosphäre» bezeichnet wird. Eine besondere Form des Bloggens sind Microblogs, Kurznachrichten, die in der Regel nicht mehr als 140 Zeichen betragen dürfen und die von Interessierten zeitnah mitverfolgt werden können. Damit verbinden Microblogs (z. B. <i>Twitter</i>) das SMS-Konzept der Mobiltelefone mit dem Prinzip der Community im Web 2.0. 4	Funktion Da Weblogs über umfangreiche Funktionalitäten verfügen, aber dennoch einfach zu handhaben sind, werden sie in vielfältiger Weise genutzt: Als «Knowledge Blogs» können sie Expertenwissen explizit machen und die Diskussion darüber forcieren, als «Collaboration Blogs» informieren sie über Projektstatus und -fortschritte. Unternehmen führen häufig so genannte «Corporate Blogs», die als PR-Instrument Image- und Informationsfunktionen erfüllen. An den Hochschulen werden Weblogs von Lehrenden zur Begleitung eines Seminars eingesetzt oder dienen den Studierenden als individuelles Lerntagebuch zur Reflexion über ihre Lernprozesse. Microblogging-Plattformen können dagegen als Echtzeit-Nachrichtenterminals fungieren, die genau auf die individuellen Informationsbedürfnisse der NutzerInnen zugeschnitten werden können. Tools Bloggung: WordPress www.wordpress.org Tumblr www.tumblr.com <table border="1"> <tr> <td>Informationsmanagement</td> <td>☹☹☹</td> </tr> <tr> <td>Identitätsmanagement</td> <td>☹☹☹</td> </tr> <tr> <td>Beziehungsmanagement</td> <td>☹☹☹</td> </tr> <tr> <td>Kollaborationsmanagement</td> <td>☹☹☹</td> </tr> </table> Microblogging: Twitter www.twitter.com Yammer www.yammer.com <table border="1"> <tr> <td>Informationsmanagement</td> <td>☹☹☹</td> </tr> <tr> <td>Identitätsmanagement</td> <td>☹☹☹</td> </tr> <tr> <td>Beziehungsmanagement</td> <td>☹☹☹</td> </tr> <tr> <td>Kollaborationsmanagement</td> <td>☹☹☹</td> </tr> </table> 5	Informationsmanagement	☹☹☹	Identitätsmanagement	☹☹☹	Beziehungsmanagement	☹☹☹	Kollaborationsmanagement	☹☹☹	Informationsmanagement	☹☹☹	Identitätsmanagement	☹☹☹	Beziehungsmanagement	☹☹☹	Kollaborationsmanagement	☹☹☹
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A2. UniGE e-Culture cards

Fiches pratiques pour sensibiliser à la culture numérique...

Réseaux sociaux en éducation

Scénario

Amélie est professeure de physique. Ces prochaines semaines, elle va enseigner des concepts complexes qui suscitent notamment beaucoup de questions et mettent en difficulté nombres d'étudiant·e·s. Pour faciliter ses cours, Amélie a demandé à ses étudiant·e·s d'ouvrir un compte Twitter. Elle a invité les étudiant·e·s qui ne sont pas familiers avec ce réseau social à s'associer avec ceux et celles qui ont déjà des comptes. La quasi-totalité des étudiant·e·s ayant un compte Facebook, la solution séduit tout le monde.

Pour l'un des premiers cours, elle a proposé à son auditoire de poster des questions via les comptes Twitter, et de faire des remarques pertinentes durant le cours à l'aide du hashtag #ph705685 (qui est le code du cours de physique des matériaux). Le flux de questions postées est projeté en permanence sur écran pendant qu'Amélie dispense son cours.

Toutes les 20 minutes environ, elle interrompt le cours pour répondre aux questions durant une dizaine de minutes. Elle s'occupe d'abord des questions qui se contentent d'une explication brève afin de dissiper de petites confusions ou incompréhensions. Pour les questions qui nécessitent une explication circonstanciée, elle suscite la discussion et soulève des questions supplémentaires, poursuivie après le cours sur Facebook. Amélie relance ainsi les questions complexes sur le réseau social pour que chaque étudiant·e puisse apporter sa contribution. Enfin, chaque concept discuté et développé fait finalement l'objet d'une synthèse.

Qu'est-ce ?

Les outils de réseautage sont des logiciels en ligne permettant d'avoir une présence sur Internet et d'entrer en interaction avec d'autres personnes. Ils permettent ainsi de créer et partager contenu et information. De plus en plus utilisés en éducation, ces nouveaux médias permettent de favoriser les interactions entre les apprenant·e·s et les enseignant·e·s. Par ailleurs, ces outils encouragent une interaction ludique et constructive lors des cours présentiels. A distance, ils engagent des échanges informels autour de la matière de cours et permettent d'approfondir les discussions et les débats, ainsi que de suivre des travaux de longue durée.

Comment ça marche ?

De manière générale, la finalité des réseaux sociaux est de mettre en lien les personnes qui ont un intérêt, un projet, ou une activité en commun. Afin de se retrouver en ligne, les personnes doivent disposer d'un compte sur l'une des plateformes de réseau social. Les plus connues restent Facebook, Twitter, LinkedIn, MySpace et Flickr, chacune avec sa spécificité. Par exemple, Flickr est dédié au partage de photographies. LinkedIn est un réseau social reliant les personnes dans les domaines professionnels. Twitter est destiné à communiquer avec des messages courts (140 caractères maximum). Quant à Facebook, il reste le réseau le plus étendu et permet un nombre relativement large d'usages.

A qui sont destinés ces outils ?

Les réseaux sociaux sont destinés à tous. Facebook a dépassé le milliard d'utilisateurs/rices à travers le monde en 2012. Certains réseaux sociaux sont cependant spécifiquement dédiés à une communauté particulière (par exemple LinkedIn). Après avoir appréhendé le fort potentiel des réseaux sociaux pour réunir les personnes autour d'un sujet commun, les acteurs/actrices de l'enseignement sont de plus en plus attirés par leur usage. A tel point qu'il existe désormais des réseaux sociaux spécifiquement dédiés à l'enseignement et à la recherche comme Academia et Scientix. L'intérêt de ces réseaux spécifiques est de séparer les usages privés, scolaires ou professionnels. En effet, la réduction de la frontière entre un usage privé et un usage destiné à l'enseignement est souvent un frein à leur utilisation, à la fois pour les enseignant·e·s et pour les apprenant·e·s : Déli-

cat, en effet, d'utiliser son compte Facebook ou Twitter dans le cadre d'un cours. Par conséquent, le mieux est d'avoir une plateforme dédiée à l'enseignement qui va drainer les échanges autour du cours.

Qu'est-ce qui est important ?

Dans le cadre d'un enseignement, il ne s'agit pas uniquement d'utiliser les réseaux sociaux pour leur popularité auprès des étudiant·e·s et leur facilité d'usage. Leur intégration dans le cadre d'un enseignement exige une réflexion approfondie sur l'efficacité pédagogique, ainsi qu'une mise en scénario de leur usage. Il est important de tester ces scénarios, car les interactions résultantes entre étudiant·e·s et/ou enseignant·e·s ne correspondent pas nécessairement aux attentes initiales. Il conviendra donc de mesurer l'apport de ces réseaux sociaux dans l'amélioration des apprentissages.

Quels sont les inconvénients ?

En raison de leurs nombreuses fonctionnalités, les réseaux sociaux peuvent facilement être détournés de leur objectif initial. C'est pourquoi il est important de penser leur usage à des fins éducatives bien en amont. Facebook notamment, qui propose une foule d'activités possibles, est volontiers susceptible de distraire avec des jeux, de l'information personnelle, des messages publicitaires, etc. Par ailleurs, les réseaux sociaux sont arrivés si vite dans la vie privée que les jeunes générations ne sont pas nécessairement conscientes des bonnes pratiques à adopter tant leur usage est parfois particulièrement inapproprié, voire illégal.

Quelles sont les perspectives ?

Les réseaux sociaux en éducation peuvent servir également à sensibiliser les apprenant·e·s à la problématique de l'identité numérique, ainsi qu'à celle du discours public, par opposition au discours privé. Cette intégration des réseaux sociaux en éducation doit donc s'accompagner d'un rappel des bonnes pratiques. En effet, les étudiant·e·s exposent souvent leurs données personnelles et de leur identité numérique lors de l'usage privé qu'il font de ces réseaux. Cette sensibilisation à un usage avisé, vigilant et citoyen des réseaux sociaux auprès d'un jeune public pourrait parfaitement s'opérer au moyen de cas d'usages simples et ciblés dans le cadre éducatif.



<http://elearning.unige.ch/ressources/eculture.html>



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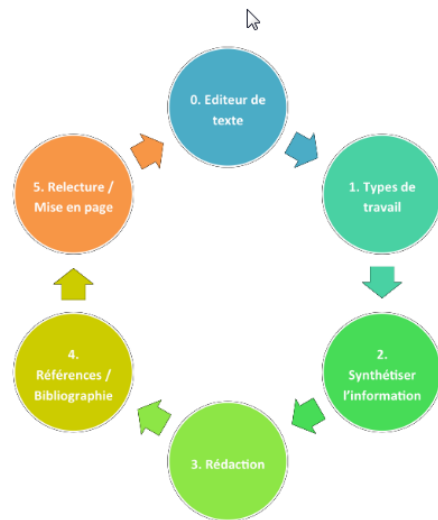


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A3. UniFR scenarios

Découvrir et choisir des outils informatiques pour les études

Écrire un travail



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2012
Projet PLE – AAA-Switch

PLE (Personal Learning Environment)

Fiche : Ecrire un travail

- a. Suivant le type de travail à écrire, notamment dans les travaux de recherche tels que mémoire ou travaux de séminaire, il est nécessaire d'argumenter vos idées ainsi que de décrire et justifier vos méthodes de travail.
 - b. Que ce soit pour défendre vos idées ou celles que vous trouvez chez des auteurs, construisez votre argumentation sur la base de vos lectures, et des arguments appuyant votre compréhension. Pensez à rester fidèles aux idées énoncées par les auteurs cités.
3. Revoir la structure des arguments dans votre texte :
- a. Est-ce que les arguments se suivent de façon cohérente ?
 - b. Est-ce qu'une explication serait mieux placée plus haut, ou plus bas, dans le document ?
 - c. Est-ce qu'un exemple devrait être mis dans le corps du texte (parce qu'il est nécessaire à la compréhension du texte) ou plutôt en annexe (parce qu'il est important sans être nécessaire à la compréhension) ?
 - d. etc.
4. Proposer un texte structuré, clair et construit : [Le Module 5 du guide de Kleemann-Rochas, Farina, Fernandez et Michel](#) (2003 et 2010) conseille sur la construction d'un texte pour le rendre cohérent et dynamique :
- a. Le principe devrait être le suivant : développer une idée par paragraphe tout en prenant garde à ce que la suite des idées vous mène à ce que vous souhaitez démontrer.
 - b. La cohésion du texte se base sur des connecteurs (reprises, constructions d'espace et commentaires métatextuels) qui auront "un effet sur la cohésion générale" du contenu.
 - c. Situer votre discours par rapport à celui d'autrui.
 - d. Pièges à éviter : pièges grammaticaux et incohérences
 - e. Travail de réécriture



Les « outliners »

Les « outliners » sont des outils pour vous aider à structurer un texte. Après avoir écrit vos premières idées pêle-mêle, vous pouvez commencer à les utiliser pour organiser votre texte en plusieurs parties basées sur les idées principales.

- [Ce tutoriel](#) (Houghton, 2009) explicite comment se servir de la fonction « outline » du traitement de texte Word.
- La page « [Outliner](#) » de Wikipedia revoit les principes de ces outils (de bureau, en ligne ou mobile) et en donne une liste très complète.
- Le guide d'utilisation en ligne de Microsoft Office (2012) explique aussi

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14